DOCUMENT RESUME

ED 276 013 CS 210 062

TITLE English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Eleventh Grade.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 86
NOTE 57p.; Printed on colored paper. For other guides in this series, see CS 210 058-061.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Communication Skills; *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Evaluation Criteria; *Evaluation Utilization; Grade 11; High Schools; *Language Arts; Teaching Methods
IDENTIFIERS Oregon State Department of Education

ABSTRACT

Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist eleventh grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The curriculum map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communications so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing eleventh grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and practice; (4) preservice and inservice teacher education and experience; (5) questions; and (6) comments. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED276013

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ENGLISH LANGUAGE ARTS

Common Curriculum Goals

Curriculum Mapping

End of Eleventh Grade

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Oregon Dept. of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CS 210 062

USE OF THIS DOCUMENT

This document is provided for your convenience. Curriculum mapping is not a required activity. However, you will find that information obtained in this process will be helpful in analyzing your current curriculum in terms of the English Language Arts Common Curriculum Goals and planning for curriculum revision.

INSTRUCTIONS

Use of this document to gather information

1. Decide on questions to be asked. Some questions are provided in the column headings. You may wish to add or delete column headings.
2. Items marked with an asterisk (*) are unique to the English Language Arts Common Curriculum Goals or indicate that a change has occurred in the wording of an Essential Learning Skill. Schools that have mapped for Essestial Learning Skills may wish to survey only the asterisked items.
3. Determine who will respond to survey and under what conditions.
4. Reproduce the document and provide staff orientation and training.
5. Clarify intent of column headings and numeric scores.

Amount of Instruction:

Considerations here include amount of time and quality of instruction and feedback provided to students on the skill. Practice or application should only be considered if it is accompanied by instruction.

Included in Course Goals:

To be considered here is the degree to which the current local course goals reflect a particular common curriculum goal.

Adequate Materials:

Considerations here include the quality and the quantity of instruction and practice provided in the text or supplementary material. Any concerns about sufficient materials for each student should be reflected in the comment section rather than in the score.

Adequate Teacher Training:

Considerations here include teacher pre-service, inservice, college courses, workshops, personal reading and experiences which provide the teacher with the necessary skills to teach toward the specified goals.

Blank Column:
This column is provided for questions that you would like to add.

Comments:

Encourage teachers to use this section to clarify their ratings or express related concerns.

Use of this document to tally results

Results can be tallied in the space provided above numeric scores on an unmarked form. Consideration should be given to tallying by grade level or course title.

Use of this document to analyze results

An additional unmarked document can be used to display results across grades or courses for analysis and decision-making. Data could be displayed in a numeric average, as a compilation of all ratings, with a word descriptor (such as low, medium, high), or symbolically, using color coding.

Ratings: 0 = absence or a complete lack of the item specified in the column heading.
1 = a low or inadequate amount or quality of the specified item.
2 = a moderate or reasonably satisfactory amount or quality of the specified item.
3 = a high or substantial amount or quality of the specified item.

090186

SCHOOL: _____

ASSIGNMENT:
9 ___ 11___
10 ___ Course_____

End of Eleventh Grade

	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1. STUDENTS WILL USE LISTENING, READING AND LITERATURE SKILLS TO UNDERSTAND AND APPRECIATE HUMAN EXPERIENCES AND TO SHARE CULTURAL COMMONALITIES AND DIFFERENCES.							
STUDENTS WILL BE ABLE TO:							
1.1 RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS INCLUDING SUBJECT AREAS (ELS 1.1)							
b Use context clues in a selection to infer correct word(s)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Distinguish affixes, root words, contractions, possessives	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Recognize common words at sight found in written materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* e Recognize common abbreviations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.2 DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.2)							
[a] Use context clues, punctuation and syntax to infer meaning of unknown words and concepts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use knowledge of affixes and root words to determine word meanings	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Use dictionaries, glossaries and definitions in footnotes to find word meanings	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.3 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)							
[a] Distinguish facts from opinions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Recall both facts and opinions and related supporting details	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Arrange details by degree of importance	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [d] Identify main idea in longer selections	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Follow directions or sequences of events when signal words are not given	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.4 USE INSTRUCTIONAL MATERIALS AS BASIS FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)							
[a] Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use organization of materials (summaries, headings and review questions) for preview and review	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Use diacritical markings or respellings to pronounce words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Use selectively and independently a variety of resources such as a thesaurus, an almanac and Bartlett's Quotations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.5 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)							
[a] Relate new information to previous knowledge	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Synthesize information and draw conclusions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Compare and contrast literal and implied meanings of information from two or more sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Infer direct and indirect cause and effect relationships	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Defend conclusions from information given	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Make inferences and draw conclusions based on perception of implied meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[g] Interpret subtleties of emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[h] Recognize double meanings of words and phrases	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supple-mentary			
1.6 DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT (ELS 4.3)							
[a] Identify, analyze, interpret and appreciate sounds of nature, language, music and environment	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use discrimination skills to enhance interpretation of natural and created sounds	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.7 USE A VARIETY OF LISTENING SKILLS							
* [a] Analyze and describe specific verbal and non-verbal techniques used by self and others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [b] Analyze and describe own and others' use of listening skills	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.8 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)							
[a] Distinguish between logical and illogical conclusions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Identify propaganda and other persuasion techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Identify biases and stereotypes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [d] Use primary and secondary source materials to verify information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [e] Recognize sources of persuasion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.9 LISTEN, READ, VIEW AND EVALUATOR PRESENTATIONS OF MASS MEDIA (ELS 4.4)							
a Evaluate roles of mass media in society	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Demonstrate appropriate audience skills for different media presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Listen, read and view critically	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Recognize elements and use of propaganda techniques found in audio and visual communications	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Employ intellectual defenses against propaganda techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.10 DEMONSTRATE AN APPRECIATION OF READING AND LITERATURE AS LIFE-LONG SOURCES OF RECREATION AND LEARNING							
* a Choose selections that encompass a variety of interests	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Share informal judgments concerning types of selections using examples from own reading	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Identify reading selections related to potential career choices	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.11 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES ABOUT READING AND LITERATURE SELECTIONS (ELS 6.2)							
[a] Critically analyze explanation and interpretation to confirm or validate them	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [b] Develop a hypothesis using information from a variety of sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.12 MAKE REASONED EVALUATIONS ABOUT READING AND LITERATURE SELECTIONS (ELS 6.4)							
[a] Evaluate the effect of fallacies on the clarity of communications	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Assess the appropriateness of written communication in view of the intended audience and purpose of the communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Critically evaluate arguments or positions in terms of known facts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.13 DEMONSTRATE KNOWLEDGE OF A VARIETY OF LITERATURE							
* a Analyze several pieces of literature and written by American authors	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Analyze several pieces of literature representing diverse cultures and time periods	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Synthesize information about a given culture described in several different literature selections	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Identify various literary forms such as drama, poetry, essays, novels and short stories	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* e Evaluate reasonableness of personal reactions and responses to literature in relation to textual information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.14 DEMONSTRATE KNOWLEDGE OF LITERARY CONVENTIONS AND ELEMENTS OF STRUCTURE							
* a Describe the elements of fiction and their function in a piece of literature	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Analyze effects of figurative language on the meaning and beauty of literature selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Compare and contrast authors' styles	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.15 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1)							
[a] Determine general purpose of assignment and ask clarification questions if necessary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Determine ideas, concepts, generalities, principles and issues addressed in the assignments	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.16 USE RESOURCES BEYOND THE CLASSROOM (ELS 7.2)							
[a] Locate, check-out and return books and other circulating media materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [b] Locate and use non-circulating reference materials including electronic sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Use library classification system and services to locate specialized resources required to complete assignments	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [d] Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.17 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)							
[a] Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, synthesize, study with classmates, use self-questioning)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Keep study materials, log, related notes and filing system organized and accessible	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Turn in assignments on time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Use appropriate test-taking techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [g] Identify how independent learning techniques assist in continuing career development	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2. STUDENTS WILL USE WRITING AND SPEAKING SKILLS IN A VARIETY OF MODES OF COMMUNICATION AND SELF-EXPRESSION.							
STUDENTS WILL BE ABLE TO:							
2.1 SPEAK AND READ ORALLY WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)							
b Pronounce words according to acceptable Standard English	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Use verbal and non-verbal communication skills effectively in oral readings and presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Demonstrate appropriate oral presentation skills such as poise, posture, correct use of language, gesture and intonation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.2 USE ORAL COMMUNICATION TO GIVE AND RECEIVE INFORMATION, DIRECTIONS, AND FOR ENJOYMENT (ELS 2.3)							
* a Paraphrase oral and written messages	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Give accurate oral directions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Demonstrate appropriate verbal and non-verbal behaviors including simulated job interview situation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

(continued next page)

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.2 Continued							
[d] Ask questions designed to clarify, gain assistance or locate information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Share ideas and information orally with others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Develop accurate detail based on oral explanations by others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[h] Take and make notes based on oral presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[i] Prepare accurate, detailed summaries from oral presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[j] Follow multi-step oral instructions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [k] Identify main idea in a long oral presentation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [l] Interpret poetry and drama orally	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.3 USE GROUP DISCUSSION SKILLS APPROPRIATELY							
* a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Model appropriate roles of participants and facilitators in group discussion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Evaluate the effectiveness of a group discussion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.4 USE A VARIETY OF TECHNIQUES TO GENERATE WRITING AND SPEAKING TOPICS (PREWIRTING) (ELS 5.1)							
a Use personal experiences, knowledge and feelings as sources of writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use idea-generation techniques such as brainstorming and focused-object thinking	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Record ideas, observations, facts and questions for later use	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Use personal reading and subject area content as sources of topics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Discuss and share thoughts and ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.5 ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT IN PLANNING WRITTEN AND ORAL PRESENTATIONS (ELS 5.2)							
[a] Classify words, topics and ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use evidence from verifiable sources to support own ideas and concepts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Select and use details, examples, illustrations, evidence and logic to develop a topic	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Organize information using formats such as outlining, clustering and making maps and charts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Plan an oral presentation using a coherent sequence of thought, clarity of presentation and suitable vocabulary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.6 SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN PLANNING ORAL AND WRITTEN PRESENTATIONS (ELS 5.5)							
[a] Employ verbal, symbolic, graphic and visual techniques to convey information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use gestures and inflections to convey meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Design communication appropriate to topic, audience and desired outcome	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [d] Evaluate the use of different levels of formal and informal language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Plan and make oral and visual presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Evaluate effects of communication and modify subsequent communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.7 SELECT APPROPRIATE FORM OF WRITING BASED ON AUDIENCE AND PURPOSE IN PREWRITING AND PLANNING (ELS 5.3)							
[a] Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use language, information, style and format appropriate to purpose and selected audience	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.8 PRESENT IDEAS IN UNDERATNDABLE SEQUENCE ON THE TOPIC SELECTED IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION (ELS 5.4)							
[a] Write complete sentences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Write essays in which all paragraphs are related to the topic	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Write paragraphs containing a stated main idea and a closing sentence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Write multiparagraph essays, letters, stories and reports	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [e] Write in narrative, descriptive, expository, imaginative and persuasive modes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [f] Write a letter of application for a job	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.9 MAKE REASONED EVALUATIONS ABOUT ORAL AND WRITTEN COMMUNICATIONS (ELS 6.4)							
[a] Evaluate the effect of fallacies on the clarity of communications	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Critically evaluate arguments or positions in terms of known facts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Assess the worth of a given course of action or policy	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Use established criteria to assess the quality of a product, a work of art, or a performance	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.10 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION (ELS 6.1)							
[a] Develop and use a classification system for organizing data	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Construct and use analogies, models and metaphors	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [c] Use figurative language in a short piece of writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [d] Analyze effect of figurative language on own and others' writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.11 EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (ELS 5.6)							
a Revise own writing for correctness and comprehensiveness	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Vary sentence structures	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use descriptive, qualifying and connecting terms to enhance meaning, clarity and precision	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Distinguish subtleties of written expression; use tense, tone and vocabulary appropriate to audience	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Use transitional words and phrases to connect ideas in sentences and paragraphs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* f Revise and edit writing to make it grammatically correct	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* g Use sentence combining techniques to create and express more complex concepts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.12 APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION WHEN EDITING AND PROOFREADING (ELS 5.7)							
a Edit to produce a correct, legible, effective piece of writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence
1 = low
2 = moderate
3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.13 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)							
[a] Distinguish between logical and illogical conclusions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Identify propaganda and other persuasion techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Identify biases and stereotypes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.14 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)							
[a] Evaluate roles of mass media in society	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [b] Demonstrate appropriate audience skills for different media presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Listen, read and view critically	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Recognize elements and use of propaganda techniques found in audio and visual communications	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Employ intellectual defenses against propaganda techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.15 USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2)							
[a] Provide logical answers based upon factual data	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Use primary and secondary source materials to verify information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Express own feelings, knowledge and beliefs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Argue opposite sides of issues	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Recognize sources of persuasion and select appropriate persuasive response	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Use verbal persuasion techniques in class presentation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high
* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
2.16 DEMONSTRATE AN APPRECIATION OF WRITING AND ORAL COMMUNICATION SKILLS AS A LIFE-LONG MEANS OF SELF-EXPRESSION, LEARNING AND PERSONAL DEVELOPMENT.							
* a Share personal experiences and insights orally and in writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Analyze a piece of literature for the author's personal message	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Describe how some major communication skills contribute to learning and personal development	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint and communicating it to others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.17 DESCRIBE THE DEVELOPMENTS AND CHANGES WHICH LANGUAGE HAS UNDERGONE AND CONTINUES TO UNDERGO							
* a Identify the factors that make language dynamic such as social, cultural, technological and geographical influences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Describe dialectal differences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Explain how dialect, jargon and slang change the nature of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high
* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.18 RECOGNIZE THE BEAUTY AND RHYTHM OF LANGUAGE							
* [a] Identify rhyming words, sound devices and rhythm in an oral or written selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [b] Identify rhythmic forms of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [c] Choose and present an example of beautiful or rhythmic language (own or other)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.19 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES IN WRITTEN AND ORAL COMMUNICATION (ELS 6.2)							
[a] Critically analyze explanation and interpretation to confirm or validate them	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [b] Develop a hypothesis using information from a variety of sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [c] Design a means to test hypotheses in an oral or written communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high
* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.20 FORMULATE AND SUPPORT A POSITION ORALLY AND IN WRITING USING APPROPRIATE INFORMATION AND SOUND ARGUMENT (ELS 6.5)							
[a] Analyze authoritative data to determine what alternative positions are possible on a specific issue	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Formulate, support and defend a position based upon information gathered from objective and authoritative sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Analyze arguments against own cultural knowledge or beliefs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.21 REFLECT UPON AND IMPROVE OWN REASONING IN ORAL AND WRITTEN COMMUNICATIONS (ELS 6.6)							
[a] Present arguments supporting the use of deductive or inductive reasoning for a particular purpose	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Evaluate when bias, inconsistency or other weaknesses affect reasoning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Defend position when criticized by an authority who is biased	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high
* Items changed from, or not included in, Essential Learning Skills.

End of Eleventh Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.22 SELECT AND USE APPRORIATE STUDY TECHNIQUES (ELS 7.3)							
[a] Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, synthesize, study with classmates, use self-questioning)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Keep study materials, log, related notes and filing system organized and accessible	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Turn in assignments on time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Use appropriate test taking techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

5892G
8/29/86

0 = absence 2 = moderate
1 = low 3 = high
* Items changed from, or not included in, Essential Learning Skills.